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Ministry of Education
Learning Assessment Branch

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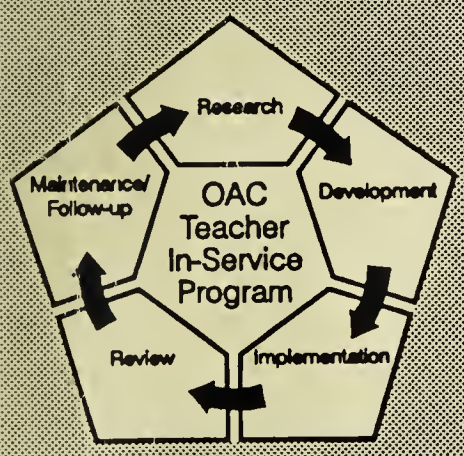
History and Contemporary Studies

ONTARIO ACADEMIC COURSE: TEACHER IN-SERVICE PROGRAM



Criteria for the Assessment and Evaluation of Student Achievement

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HISTORY & CONTEMPORARY STUDIES O.A.C's

Criteria for the Evaluation of

Student Achievement

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GLOSSARY OF TERMS

- **Assessment**

  The process of gathering data on which to base evaluation of student achievement.

- **Cognitive Skills**

  The inquiry research process described in the Ministry of Education (M.O.E.) guideline including: focus, organize, locate, record, evaluate/assess, synthesize/conclude, apply and communicate. This is a broad generic social science model. The terms historical method inquiry and research process are the processes often used in history and contemporary studies.

- **Daily Classroom Work**

  All those activities and assignments done by students on a day to day basis that are used by teachers to provide assessment data on students' on going progress and achievement.

- **Evaluation**

  The judgement made by the teacher of a student's achievement based upon the assessment data collected.

- **Formal Examination**

  A written examination covering a substantial amount of course work and major themes which is carried out during a special evaluation period. Exams should reflect higher level thinking skills.

- **Independent Study**

  For the purpose of this handbook independent study is the inquiry research process up to but **not** including a final product.

- **Primary Source Material**

  Sources that have not been interpreted by another person, including print, photographs, films/videos and artifacts.

- **Research Paper**

  For the purpose of this handbook the research paper is the product of student research on an historical question/issue requiring the development of an hypothesis, body of supporting evidence, conclusion and presented in an academically acceptable format.

- **Shall, should may** In reference to policy statements:

  - shall indicates that which must be implemented;
  - *should* indicates that which is strongly recommended;
  - *may* indicates that which is optional.

- **Seminar**

  For the purpose of this handbook a seminar is a student oral presentation on an historical issue/problem followed by discussion with students who have been provided with preparatory background material.

- **Unit Tests**

  Usually written tests administered at the end of a topic or unit of work designed to provide the teacher with assessment data on students' ongoing progress and achievement on the specific unit or topic.

History & Contemporary Studies: OAC - TIP
Research Report: Executive Summary

Background

This executive summary is based on the data gathered in the fall of 1991 from seventy O.A.C. History & Contemporary Studies teachers of HCN, HWM & HPO from across Ontario.

Introduction

The researcher was struck by a number of overriding impressions gained in the interview portion of the project. **Firstly**, the dedication and professionalism being demonstrated by teachers in trying to provide the best possible university preparation for their students. **Secondly**, there is a strong consensus that the major focus of the program should be to provide students with the research, organizational, communication and critical thinking skills needed to be successful in the "independent learning" environment they will face after secondary school. **Thirdly**, there is a genuine effort to implement the guideline requirements, but using many different interpretations and models. **Fourthly**, there is a concern that given the skill and knowledge level of the students, other course demands, and limited resources, the rigorous academic and cognitive skills requirements of the guideline are very difficult to implement. **Finally, there was general acceptance of the principle of provincial consistency as long as there was enough flexibility to allow for differences in student populations and available resources.**

Research Findings

General Information

- Most teachers feel students generally lack the requisite preparation to handle the rigour of the OAC's.
- Slightly more females take the courses than males.
- History & Contemporary Studies O.A.C. teachers are highly specialized and experienced.
- The HCN, HWM & HPO courses taught reflect the core unit requirements of the guideline.
- Students are generally provided with the evaluation criteria that will be used to judge their achievement.
- The formal examination is the single most important component in the weighting of marks in evaluation followed by the research paper. The seminar and daily classroom work are the least important as reflected in the percentage weighting of marks.

- The interviewed teachers identified the research paper as the most important single requirement of the course. The formal examination was a distant second. As noted this was **not** reflected in the percentage weighting of marks.
- There is confusion as to the definition and expectations of the independent study unit and the seminar.

Formal Examination Requirement

- Most teachers interviewed felt there should be question choice on examinations as long as the questions within a section are of equal difficulty.
- Most interviewed teachers felt that the majority (65%) of the formal examination should be essay style questions with most questions being of the higher order thinking type. The sample examinations submitted generally supported this emphasis on essay style questions but many did not require higher order thinking skills.
- Less than half of the examinations contained essay questions representing the major themes and scope of the courses. Questions tended to be content specific related to a specific topic.
- Questions tended to reflect a heavy emphasis on political and military history.
- The majority of the essay questions provided clear instructions for students, but there were many examples of vague guiding words.
- Almost all examinations are closed book and are between 2-2 hours in length.
- Generally, marks are allocated for both historical facts and concepts, and style/format, however the percentage emphasis varies greatly.
- There is no exemption policy in the vast majority of schools.

Research Paper Requirement

- Half of the history and contemporary studies departments have a formal, systematic cognitive skills development plan beginning in the course, Canada: Life in the Twentieth Century.
- Although the terminology and steps varied, all the interviewed teachers described similar research procedures which they expected their students to learn.
- There were major differences in the degree of structure, teacher/student contact, and the formality of the research process. This led to differences of opinion as to whether a portion of the marks should be given to the research process, and if so how many marks.
- Although the terminology differed, there was unanimous agreement that the structure of an historical research paper should include a thesis, body of evidence, conclusion and properly used footnotes and bibliography.
- There were differences of opinion on how marks should be allotted to each of the expected components of the paper.
- Virtually no one specifically requires evidence of the use of primary sources in the essay as outlined in the cognitive skills objectives of the guideline.

- There was a wide variation in the types of instructions given to students at the introduction of the research paper assignment.
- There was a wide variation in the information given to students on how marks would be assigned for the research paper.
- Most schools require one research paper between 1000-2000 words in length.
- In almost all cases the teacher is the only evaluator.

Seminar Requirement

- There was unanimous agreement that a seminar is an oral presentation followed by discussion. Beyond this there tended to be confusion as to what was expected in OAC seminars. This leads to different interpretations of the guideline.
- Many teachers feel seminars were too time consuming.
- Many others felt because of the general lack of class participation, seminars were a waste of time.
- In most cases the teacher is the major evaluator, but in a large number of cases, peer evaluation was used to supplement teacher evaluation. This is the only component in which peer evaluation was used.
- Most teachers require one seminar.
- There was inconsistency in the expectations for seminars.

Independent Study Unit Requirement

- In spite of the guideline requirement of "one independent study unit" the pressures of time and course load have, too often caused teachers to incorporate the independent study unit into the seminar and/or research paper. The research process and topic selection are deemed by most teachers to be the "independent" component.
- The vast majority of teachers interviewed believe that teachers are training students to become independent learners and are not assuming that they already have the skills.
- There were differences of opinion on whether students should be evaluated for the research process of the research paper and/or seminar. In the case of the research paper slightly more than half of the teachers interviewed indicated they gave a portion of the marks for the research process. In these cases the range of marks was substantial.
- There is a wide range of emphasis given to historical facts, format and style and the research process components of the product of the independent study.

Other Assessment Procedures

Teachers submitted a myriad of examples of procedures used to evaluate classroom work but there were few examples of ways teachers were evaluating the cognitive skills requirements related to primary sources as outlined in the cognitive skills objectives in the guideline.

Department Evaluation Policies

The majority of schools provide a written statement to students outlining the course objectives on how marks will be allocated. There is a wide difference in the degree of detail and clarity of these statements.

Conclusion

Although the vast majority of teachers seem to hold a similar philosophical position there is a need for greater consistency in all the areas of evaluation cited in the guideline. The wide range of practice on how students' final marks are determined is too great. The range of differences must be narrowed if there is to be fairness to all students enroled in these courses. As a result of the research findings it would seem to be appropriate to develop a handbook to help implement a consistent set of standards in the assessment and evaluation in O.A.C's.

Developed by:
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Project Manager
December 1991

Note: A complete research report can be obtained from the Ministry of Education, Learning Assessment Branch
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Toronto, Ontario
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History & Contemporary Studies
Ontario Academic Courses Assessment
& Evaluation Handbook

BASIC PRINCIPLES

The information provided in this handbook is based upon the following basic principles.

- **The expectation of the Ministry of Education that students throughout Ontario taking the same O.A.C. will be evaluated using a consistent set of assessment procedures and criteria.**

- **Students must be aware of the assessment criteria that will be used to evaluate their achievement.**

- **O.A.C. History courses must be academically rigorous and appropriate for the O.A.C. student clientele.**

- **A major focus of the program must be on providing students with the research, organizational, communication and critical thinking skills needed to be successful in the "independent learning" environment they will face after secondary school.**

PURPOSE OF THE HANDBOOK

The Ministry of Education curriculum guideline "History & Contemporary Studies, Part D: Ontario Academic Courses, 1987", outlines the expectations for the development of O.A.C.'s.

> *Ontario Academic Courses (OAC's) are designed for students intending to go on to university. The OAC's have rigorous academic standards and involve students in in-depth study. Part D, p. 5.*

Also included in the guideline are directions for the evaluation of student achievement.

> *A number of assessment procedures should be used to evaluate student achievement in an OAC. Although teachers are encouraged to experiment with a variety of procedures, the following shall be included among them: formal examinations, tests, at least one research paper, one seminar presentation, one independent study unit, and class work. Part D, p. 31.*

THIS HANDBOOK PROVIDES A CLEAR SET OF EXPECTATIONS TO BE MET IN THE ASSESSMENT AND EVALUATION OF STUDENTS STUDYING HISTORY & CONTEMPORARY STUDIES O.A.C.'S. IT IS EXPECTED THAT TEACHERS WILL REVIEW EXISTING PRACTICE AND MAKE ANY ADJUSTMENTS NEEDED TO COMPLY WITH THESE EXPECTATIONS.

The handbook specifically targets two courses: Modern Western Civilizations (HWM) and Canada in a North American Perspective (HCN). But the principles and expectations outlined in this handbook apply also to Law (HLW - BLW), Politics (HPO) and Native Studies (HNA). Note that Economics (HXE or BEC) has its own O.A.C. handbook.

EXPECTATIONS

The development of the specific expectation statements that follow were made using the following guiding criteria.

- Ministry of Education curriculum guideline History & Contemporary Studies, Part A: Policy & Program Considerations, Part D: Ontario Academic courses, 1987 course objectives;
- Existing practice as represented by the teachers who participated in the research and validation stages of the project;
- The principle that O.A.C. courses must be "preparation" for post secondary study, with a focus on providing the organizational and learning skills required to be "independent" learners.

Evaluation of Students with Special Needs

"It is a basic policy ... that individual differences are to be accommodated to the greatest extent possible." Part A. p.10.

Assessment procedures for students with special needs should be adapted to meet individual needs of students.

When are adaptations justified?

Many boards have policies that provide direction for assessment adaptation when:

- The student is unable to perform as usual during a short period of time.
  Examples: broken arm, illness, family crisis;

- The student has a special need which makes a particular assessment procedure inappropriate.
  Examples: visual impairment, physical handicap, writing disability, excessive fears or anxieties, language deficiencies.

What types of assessment adaptations are appropriate?

In most situations assessment procedure adaptations will be similar in nature to programming modifications which occur because of a special learning need. If, for example, a student is given extra time for reading assignments, and uses taped books because of a reading disability, then extra time might be provided to read test questions or oral rather than written instructions might be given.

Assessment adaptations are likely to involve one or more of the following:

		Example
Time	-	more time allowed than usual to complete task
Format	-	oral rather than written
	-	braille rather than print
	-	demonstration rather than examination
Setting	-	resource room instead of regular classroom
	-	with the teacher alone rather than in a large class group
Weighting	-	greater emphasis on classwork than on examinations

COURSE EVALUATION STATEMENT FOR STUDENTS

Part A of the guideline states:
"An effective student evaluation program in history & contemporary studies should include ... an evaluation plan for the whole year, available to parents and communicated to students, and seen as just and fair." Part A, p. 17.

Assessment and evaluation are part of the learning process. As such, students must know the assessment procedures that will be used to determine achievement. The relative emphasis among the components shown below reflects existing and exemplary practices.

Expectations

- **At the beginning of the course each student shall be presented with a written statement outlining the assessment procedures that will be used to determine achievement in the complete course. This statement shall include a weighting emphasis for each of the guideline requirements falling within the following ranges.**

Formal Examinations	20% - 30%
Research Paper (Product)	10% - 15%
Seminar (Product)	10% - 15%
Independent Study (Research)	20% - 25%
Class work & Unit Tests	20% - 30%

- **Note: It is strongly recommended that the seminar and research paper assignments be on separate topics. Where teachers must link the research paper, seminar, and independent study requirements together the total percentage mark shall not exceed 40%.**

See Appendix B:
Sample Course Evaluation Statement

GUIDELINES FOR INDEPENDENT STUDY UNIT REQUIREMENT

One of the O.A.C. program focuses is the training of students to be independent learners. The different skill levels represented by students involved in history O.A.C.'s necessitates a structured training program in the research process. Therefore, students need to develop the research and organizational skills needed to become independent learners. This focus must be recognized in the weighting of marks.

Definition

The independent study component of an O.A.C. History and Contemporary Studies course is the research process up to, but not including a product. It demonstrates the development of the cognitive skills historical method.

Expectations

- Portions of the mark should be allocated for each of the following stages of the research process:
  - Developing a thesis question
  - Identification of resources
  - Systematic process of researching, recording and organizing information
  - Development of a thesis
  - Rough Draft
- Students shall be provided with the evaluation criteria at the beginning of the assignment where the research component will be used to evaluate the student's research skills. (e.g. seminar assignment)

N.B. It is recommended that monitoring procedures such as teacher/student conferences be used as one way to help guide students through the research process.

See Appendix D:
Samples of Independent Study Monitoring Procedures

GUIDELINES FOR THE RESEARCH PAPER REQUIREMENT

N.B. These expectations refer to the essay paper **product, and not** the research process.

The research paper is a major component of university humanities and social science courses and, therefore, students need to learn an acceptable structure of an historical research paper.

Expectations

- Each student shall write at least one research paper of 1500-2000 words in length.
- Topics used for the research paper assignment shall reflect the major topics/ themes/concepts of the course. The research paper topic must require the student to develop and defend an historical point of view.
- As part of the introduction to the assignment, students shall be provided with the following in writing:
  - the percentage of the final mark that the research paper product will count towards the final course mark
  - the due date
  - the length of the research paper
  - the assessment criteria that will be used to evaluate the research paper. These criteria shall include the following:

    (i) make reference for the need to use primary sources and
    (ii) specify the percentage weighting of marks for
    - thesis
    - body of essay
    - conclusion
    - technical aspects (footnote, bibliography title page, spelling, grammar)
    - **N.B.** If the research process is to be used as the independent study the assessment criteria shall be included here.

See Appendix D:
Sample Guidelines for Evaluating the Research Paper

GUIDELINES FOR THE SEMINAR REQUIREMENT

Students need to develop the skill and confidence to present and defend ideas orally. Oral presentations and responding to questions are excellent ways for students to demonstrate their understanding of an historical issue/problem.

Definition

A seminar is a student oral presentation on an historical issue/problem, followed by a discussion with students who have been provided with preparatory background material.

Expectations

- Students shall be provided with the evaluation criteria well in advance of the seminar presentation. N.B. If the research process is to be used as the independent study the assessment criteria shall be included here.
- Each student shall present a seminar either individually or in pairs. If in a pair, each student shall be evaluated separately.
- A portion of the marks should be allocated for each of the following:

  - Presentation delivery and use of audio/visual equipment
  - Organization
  - Thesis and supporting evidence
  - Historical accuracy
  - Management of follow-up discussion
  - Quality of the preparatory material/directions provided to other students
  - Creative presentation

See Appendix E:
Seminar Marking Materials

- A portion of the daily classroom work requirement should be given for each student's participation in the seminar discussion
- Up to 10% of the available marks may be used for peer evaluation of the seminar presentation.

GUIDELINE FOR THE UNIT TEST REQUIREMENT

Factual knowledge and the chronological development of the course are essential foundations in dealing with the historical issues/problems focus of the courses and in providing a factual base for the examination(s). Teachers are encouraged to use a variety of testing formats.

Expectations

- The primary goal of unit tests should be to focus on assessing the students' historical factual knowledge and concepts base
- A secondary goal of unit tests should be to provide practice in answering the types of questions represented on the examination(s).

GUIDELINE REQUIREMENTS FOR DAILY CLASSROOM WORK

Daily classroom assignments provide students and teachers with opportunities to monitor progress. Also many of the OAC cognitive skills objectives can best be assessed through classroom assignments. Teachers are encouraged to use a wide variety of daily classroom assignments.

Expectations

- Assessment procedures for daily classroom work shall include activities designed to assess the following cognitive skills.
  - Use primary source material to recreate the persona of an historical figure;
  - Write a short document analysis, book review, critique, editorial, or other such expression of opinion, based on evidence;
  - Analyze primary source materials, including print, photographs, films and artifacts;
  - Compare primary sources dealing with the same topic. (Part D p.p. 14 & 33)
- A portion of the daily classroom marks may be used for participation in seminar discussions.

GUIDELINES FOR THE FORMAL EXAMINATION REQUIREMENT

The formal examination(s) is/are a major evaluation tool used in post secondary institutions. It (they) provides students with an opportunity to demonstrate their skills and understanding of the course. Finally, an examination helps "bring the course together" and allows an opportunity to see the "interrelationship" of topics and themes.

General Expectations:

- There shall be at least one formal examination. The examination(s) shall reflect the relative emphasis of topics/themes of the course.
- Dictionaries may be allowed in examinations.
- The examination(s) shall be two or more hours in length.
- Where more than one examination is given the total marks for such examinations shall not exceed 30% of the total course evaluation.
- Any examination which is not compulsory for all students shall not be considered as part of the formal examination component mark allocation.
- The examination shall be "closed" book.
- The examination shall have a clear indication to students of:
  - the number of questions to be answered in each part of the examination
  - the number of marks allocated for each question. For those questions where marks will be allocated for historical facts and concepts and for format and style, the number of marks for each category shall be clearly marked in the question instructions.
- The guiding words in questions must be clear. That is, students must know exactly what they are being asked to do.
- Questions shall be representative of the total portion of the course being examined and shall reflect the relative emphasis of the topics in the school's course of study.

See Appendix C:
Appropriate Guiding Words

Examination Format Expectations

- The examination shall have the following parts and relative weighting.

Part A	**Minimum Percentage Emphasis**
• Choice of questions requiring comprehension and knowledge recall.	30% of marks

Sample Questions

1. Select two of the following statements. For each identify the speaker and explain the historical significance of the statement:

Identify =2 marks
Significance =3 marks
Total=10 marks

(a) Jean Jacques Rousseau: "man is born free, and everywhere he is in chains"

(b) Mikhail Gorbachev: "through revolutionary perestroika our society will reach a qualitatively new state, and socialism will be given a new, humane and democratic image".

2. The new Canadian political parties of the 1930's were a response to the inadequacies of the more traditional parties in meeting the crisis of the depression. Identify two of the new parties and describe how they proposed to solve the depression crisis.

Identify =2 marks
Describe 2x4 =8 marks
Total=10 marks

Part B	Minimum Percentage Emphasis
• One question from a choice of analytical/synthesis/evaluation type questions on a topic and/or unit, requiring students to develop and defend an historical position.	30% of marks (i) 15% - Historical Facts (ii) 15% - Style and Format

Sample Questions

1. Historical 15 marks Format 15 marks = 30 marks	In the final analysis, while ideas may have started the French Revolution, it took blood and dictatorship to preserve its gains. Write an essay answer to support, alter or reject the above statement.
2. Historical Facts 15 marks Format 15 marks = 30 marks	The pace of industrialism in Canada and the U.S.A. at the turn of the century was a reflection of the differences in their early colonial development. To what degree do you support this statement in explaining the rates of progress found in Canada and the U.S.A. from the Confederation/Civil War era to the first world war?

Part C

Minimum Percentage Emphasis

- One comprehensive question from a choice of analytical/ synthesis/evaluation type

  questions on a major theme of the course requiring students to develop and defend an historical position drawing information from different parts of the course.

30% of marks
(i) 15% - Historical Facts
(ii) 15% - Style and Format

Sample Questions

1. Historical Facts 15 marks Format 15 marks Total= 30 marks	There have been several prominent historical works on Western Civilization. Two of them take radically different points of view. In 1918, German historian Oswald Spengler wrote **The Decline of the West** and in 1985, English historian John Roberts wrote **The Triumph of the West.** Using at least three significant examples from the course judge which title is most accurate.
2. Historical Facts 15 marks Format 15 marks Total= 30 marks	Although both products of a colonial past, Canada and the United States evolved separately and distinctly into individual entities. Using evidence from the course develop an argument to support, alter, or reject this statement.

Marking Scheme

- **In advance of the marking of student papers each teacher shall prepare a marking scheme that:**
  - **(i) identifies the key facts and concepts that should be represented in student answers for Part A & B. Where more than one teacher is involved in the course a common marking scheme shall be used.**
  - **(ii) specifies how marks will be allocated for format, style and technical correctness. The following marking scheme is a sample that could be used to assess the style/format portion of the marks in Parts B & C of the examination.**

Sample Only	% of Available Marks
- Introduction - Student provides a statement of opinion (thesis)	10%
- Body of answer - Appropriate historical evidence used to defend the thesis	60%
- Conclusion - summary of the thesis that has been defended	10%
- Grammar/spelling/style/coherence	20%

SUGGESTED IMPLEMENTATION PROCEDURES

It is important for schools and school boards to begin an in-service process to ensure that the expectations described in this handbook are met within the history and contemporary studies O.A.C's. This could vary from two or three schools networking to critique one another's evaluation program; to the development of question and assignment banks; to an internal collection and analysis project at the board level in the spring of 1993.

COLLECTION STAGE

In the 1993-94 school year, schools will be required to submit school documents and student materials to the Ministry of Education for analysis. This analysis will be undertaken by a team of classroom teachers hired for the summer. The expectations identified in this handbook along with the Ministry of Education guideline requirements will provide the criteria to be used to measure the degree of conformity of school practices to M.O.E. expectations.

The collection stage may focus on the "Canada in a North American Perspective" or the "Modern Western Civilization" course. Schools will be required to submit for only one course of their choice.

The collection will include:

- one formal examination, marking scheme, and three student papers (High, Medium, Low);
- one of research paper assignment, evaluation criteria and three student papers (High, Medium, Low);
- a copy of the history and contemporary studies evaluation department (school or board) statement that is distributed to students;
- a teacher questionnaire, validated by the Principal, providing information on the school's history and contemporary studies evaluation program;

Each school will receive a report evaluating its degree of conformity to the expectations outlined in this handbook and the M.O.E. guideline.

FOLLOW-UP

A revised handbook will be developed after 1993-94 using information from the collection and analysis stage.

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Many dozens of teachers and consultants were involved in the research and development stages of this handbook. The teachers of Ontario and the Ministry of Education are indebted to them for the guidance they provided. A particular note of thanks to the Handbook Advisory Committee.

Ludi Habs	- Ontario History & Social Science Teachers Association Representative
Gary Mandel	- North York Board of Education - Teacher Representative
Keith Hubbard	- Ontario History Association Consultant Representative
Don Sharp	- Peterborough Board of Education - Teacher Representative
Peter Varpio	- Ministry of Education - Midnorthern Region
Paul Tikkanen	- Ministry of Education - Mowat Block
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Michael Daly	- Ministry of Education - Mowat Block

Special thanks to Val McAfee, Simcoe County Board of Education for her help in the keying and revisions to this handbook.

APPENDIX A

BACKGROUND TO THE ONTARIO ACADEMIC COURSE: TEACHER IN-SERVICE PROGRAM

Historical Context

- Compulsory province-wide examinations in Ontario for grade 13 ended in 1967 and, since then, secondary schools and school boards have determined their own evaluation policy.

- During the years different practises have become institutionalized across the Province. Some of these have led to questions regarding the appropriateness and consistency of assessment procedures for university-bound students.

- In the years since province-wide examinations ended, the number of Ontario scholars with an average of 80% or better has escalated steadily from 1970 (13.4%) to 1987 (31.6%). At the same time, mark requirements for admission to Ontario Universities have risen significantly.

- Assessment and evaluation concerns such as the foregoing has led to Ministry-sponsored studies of classroom evaluation practices and examinations in selected OACs from a representative sample of schools. These studies found inconsistencies in examination policies, in the design of examinations, in the marking scheme, in the content covered, and in the awarding of marks.

- In 1985, after hearing a number of submissions, a PACEPP (Provincial Advisory Committee on Evaluation Policies and Practices) sub-committee on Province-Wide examinations and tests recommended a pilot test of a multi-stage model to "Address Problems of Mark Variability Among Schools, Provide For the Professional Development of Teachers, and thus Improve the Quality of Examinations being authored in schools". The model became known as the OAC Teacher In-Service Program, abbreviated to OAC-TIP.

- This four-year, five-part model consisting of **Research, Development, Implementation, Review and Maintenance/Follow-Up** is a collegial enterprise involving educators from the Ministry Of Education, publicly supported Boards and Schools, inspected Private Secondary Schools, Faculties of Education and other University Departments.

- At the outset of the program, the implicit purpose of the OAC/TIP was to develop a model format, in all aspects, for a final examination at the OAC level of study.

- A corollary purpose of the program emanates from the Province's need to evidence **Accountability** for the Educational system.

- A further strong component of the program is the role it plays in developing assessment and evaluation policy through the in-service provision.

- Retrospectively, it can now be determined that the OAC/TIP serves a very important ancillary purpose by promoting the implementation of OAC curriculum policy.

- The overriding purpose of the OAC/TIP is the achievement of consistent assessment policy in the whole realm of assessment and evaluation, from policy to practice.

RESEARCH STAGE: History & Contemporary Studies O.A.C.-T.I.P.

In the fall of 1991 research data was gathered from a sampling of O.A.C. history & contemporary studies teachers from across Ontario.

Purpose

The research stage of the history and contemporary Studies O.A.C. - T.I.P. was intended to answer the following questions:

(i) What methods are teachers using to fulfil the seminar, research paper, independent study unit, formal examination, unit tests and daily classroom work assessment procedures required by the M.O.E. guideline?
(ii) Do the assessment procedures reflect in-depth study at an academic level appropriate for university preparation?
(iii) Is there consistency across Ontario in the assessment procedures used to evaluate student achievement?

METHODOLOGY

DATA GATHERING

Research data were collected using a combination of a questionnaire and on-site interviews. Seventy schools, representing all geographical areas of Ontario, private schools, public & separate, large & small, rural & urban were selected. All schools received a questionnaire This questionnaire contained questions on:

- general background information
- formal examination information
- research paper information
- seminar information
- independent study unit information
- other assessment procedures information

In addition, teachers were asked to submit sample materials related to the above categories.

Twenty schools also received an on-site interview with the project manager. The purpose of the interview was to expand on the questionnaire data using a set of guiding questions.

All schools were selected by Ministry of Education staff under the direction of the provincial co-ordinator.

DATA ANALYSIS PROCEDURES

Questionnaire responses were "keyed" into a computer analysis program by Ministry of Education staff at the Mowat Block. These data, the sample documentation provided by the questionnaire responders, and the project manager's interview notes formed the data base.

Prior to interpreting the data the project manager established a set of criteria to be used to evaluate the data.

These criteria were established by seeking opinions from a wide range of consultants and teachers including: The Ontario History Consultants Association, history teachers in Simcoe County, Lincoln County, Wentworth County, Hamilton, Brant County and the York Region Separate School Board. These teachers were asked the question "what criteria would you use to judge the suitability of a school's O.A.C. - History Contemporary Studies evaluation program?"

They were asked to focus on the four major components: formal examination, research paper, independent study unit and seminar.

On November 13, 1991 a representative committee of consultants and teachers met at the Mowat Block. Using the opinions provided by the former groups, the advisory committee developed a set of criteria. These criteria plus the core knowledge, concepts and cognitive skills objectives outlined in the Ministry of Education curriculum guideline History and Contemporary Studies, Part D were used to guide the project manager in the analysis and interpretation of the data.

APPENDIX B

SAMPLE COURSE EVALUATION STATEMENT FOR STUDENTS

Course: MODERN WESTERN CIVILIZATIONS (HWM)

This semester you will be studying a course that examines a number of the major themes and concepts that are relevant to the history of the last three hundred years of Western civilization. It covers the main developments in knowledge, philosophy, politics, society, the arts, economics and technology.

Major Themes

- Humanity & Nature
- Economy & Technology
- The Individual & the Community
- Values
- Arts & Society

Units

- The Enlightenment to 1789
- The French Revolution to the Congress of Vienna (1789-185)
- Romanticism, Industrialism, Nationalism (1815-1848)
- Nineteenth-Century Ideologies and Perceptions of Reality (1848-1880)
- The Tradition Challenged ;(1880-1918)
- The Search for Norms (1918-1945)
- Themes of Our Times (1945-Present)

Organization and Research Skills

A major focus of the course will be on providing you with the organizational research and communication skills that will allow you to be an independent learner.

Evaluation

Your final mark for the course will be determined using the following assessment procedures. Details on how each of these will be evaluated will be provided as assignments are given.

• a final written examination covering the complete course	-	25	%
• a 1500 word research paper	-	15	%
• a seminar presentation	-	10	%
• the research process leading up to the research paper	-	25	%
• daily class assignments and topic/unit tests	-	25	%
TOTAL		100	%

Note: The mid term report mark is only an **indication** of progress. It is only after all of the course requirements are completed that a final evaluation can be made.

APPENDIX C

APPROPRIATE USE OF GUIDING WORDS
(adapted from Making the Grade - Prentice Hall)

Introduction

"Guiding" words may require the student to operate at a level of thinking which is beyond his or her present ability, or beyond the level actually intended by the teacher. The level of thinking which occurs in answering a question depends on several factors.

If the material to be used in a question has already been taught in class in the same way as expected in the answer to the question, then the level of thinking can be no higher than recall of knowledge.

Example: **Judge** the importance of the Fenian raids, compared to the other factors which brought about the Confederation of Canada in 1867.

If this "judgement" has been directly taught in class, this question is a content recall question. However, if the students have been taught the content related to the Fenian raids but not their **relative** significance in bringing about confederation, then the question demands a much higher level of thinking than mere factual recall.

Issues

What follows is a discussion of three issues concerning the use of guiding words as they relate to levels of thinking.

1. An example of the "guiding" word that can fail to indicate the level of thinking at which the student is expected to operate are the terms "discuss or explain". These terms could be taken to mean several different things:

- Describe in either written or diagrammatic form... [recall of knowledge];
- Demonstrate comprehension of the intricacies of an operation... [comprehension];
- Outline what would happen if... [application];
- Indicate the inter-relationships... [analysis];
- Defend the point of view taken... [evaluation].

In other words, caution must be taken when using "guiding" words to ensure that the student knows what is expected in an answer.

2. Although using the same content base for a question, the "guiding" word or words determine the level of thinking demanded for a question.

   Examples:

   - State five causes of the rebellion in Upper Canada in 1837.
     [factual recall]

   - Analyze, from Lord Durham's point of view, the causes of the rebellion in 1837 in Upper Canada.
     [mainly analysis]

   - "Historians will argue that there is rarely a single cause behind any historical event". Judge the accuracy of this statement with regard to the rebellion in Upper Canada in 1837.
     [evaluation]

3. The "guiding" word or words imply that students will operate at one or more of the levels of thinking. As a result, careful though must be given to the selection of "guiding" words, to ensure that students are being asked to operate at a level of thinking appropriate to the teacher's expectations.

EXAMPLES OF THE USE OF GUIDING WORDS APPROPRIATE TO THE DIFFERENT LEVELS OF THINKING

The following indicates some guiding words and the probable levels of thinking demanded of the student by the question. The thinking levels may overlap. For example, application must include factual recall, and may include some aspects of analysis, synthesis, and evaluation. Moreover, some "guiding" words may lead to thinking at varying levels, depending on the rest of the question.

Evaluation

- draw conclusions
- what errors
- what inconsistencies
- compare
- defend
- judge
- evaluate

Synthesis

- propose an alternative
- devise
- how else would you
- construct
- compare
- show relationship

Analysis

- what motive(s)
- what relationship exists
- identify the main idea or theme
- analyze
- distinguish
- examine

Application

- apply
- what would happen if
- what elements or statements best illustrate
- illustrate
- prove
- demonstrate

Comprehension

- why
- how
- state in your own words
- condense
- paraphrase
- re-tell
- interpret
- summarize

Knowledge

- what
- where
- when
- who
- define
- define
- outline
- state
- list
- describe

SAMPLE ONLY

APPENDIX D

Student Name _____

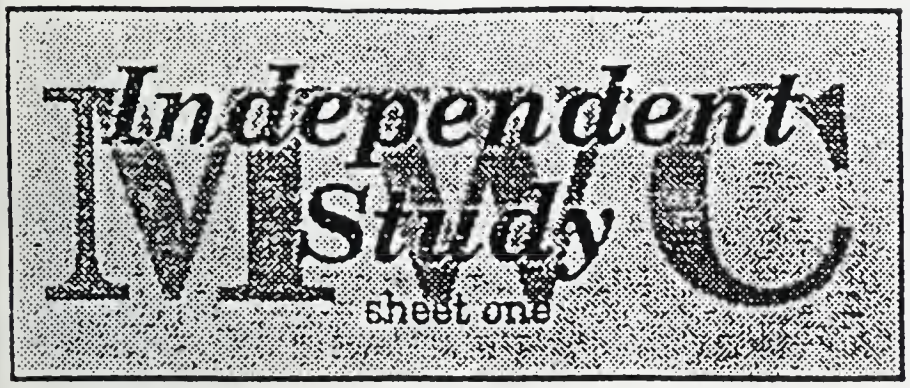
Date _____ Period _____

ESSAY EVALUATION SHEET

MAJOR STRENGTH:

CRITERIA	POSSIBLE MARK	STUDENT MARK	COMMENT
CONTENT: accuracy of information; pertinent good source material, specific	30		
UNDERSTANDING OF THE TOPIC: coherent use of evidence, sustained discussion, recognition of main issues, appropriate emphasis, use of primary sources	30		
ESSAY ORGANIZATION: developed introduction and conclusion, footnote and bibliographic form, title page, correct handling of quotations.	15		
STYLE: clear thesis statement, coherent, logical inter-relation of ideas, suitability of language, imagination, flow, effect	15		
LANGUAGE CONVENTIONS: correctness in punctuation, spelling and grammar. Correctness of structure, statement of topic, effective development, variety of structure.	10		
TOTAL	100		

Suggestions for Improvement



Topic Selection Sheet

1. The topic/idea that I wish to investigate is:

_____

_____

2. The reason that I selected my topic is:

_____

_____

_____

_____

_____

3. What I already know about my topic is:

_____

_____

_____

_____

_____

4. Brainstorming in a small group.

The object of this task is to generate ideas for each other's topics. Form a group, then select one person to record as many ideas as possible about one member's topic over a five minute period. Rotate this procedure until all members have had their topic discussed.

Record ideas for your topic here:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Independent Study
sheet two

Student Log of Research Activities

Record the dates and times that you worked on each of the following:

	Dates	Times
i. Located Resources		
ii. Organized Information		
iii. Developed Your Product		

Briefly analyze your log by completing the following:

1. I spent the most time on...
2. The easiest task for me was...
3. The most difficult task for me was...
4. The most interesting part if the independent study for me was...

Independent Study
sheet three

Generating a Product

1. Review the pages of information you've written. Write a brief description of the problem or thesis you are investigating.

_____

_____

_____

_____

2. List 5 possible products that would best suit the topic. (See sheet four, *Product Ideas* for suggestions)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

3. Highlight the one you consider to be the most appropriate. Think about who will be the audience for your product as you decide. Provide a brief explanation below explaining the reasons for the selection of this particular product.

_____

_____

_____

_____

_____

_____

Product Ideas

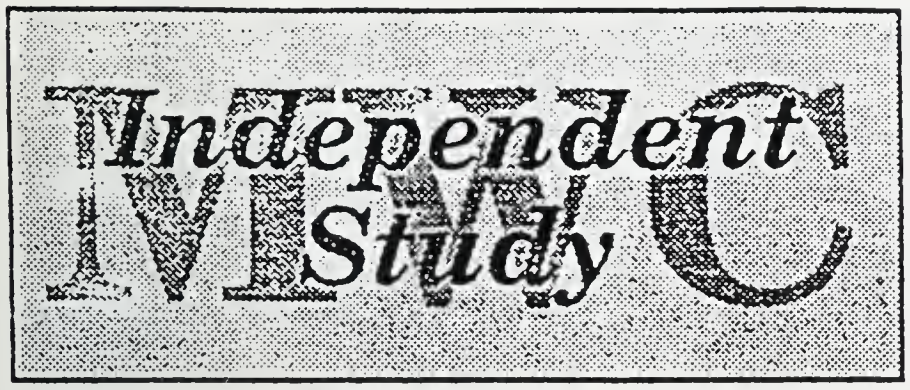
Here are some suggested options that use either the project or presentation format. These are listed as a guide to provide possibilities. You are free to determine the nature of your own product.

Project Format

- Essay
- Report
- Scrapbook
- Magazine article
- Diary
- Fact File
- Guide Book
- Newspaper
- Reference book for younger student
- Textbook

Presentation Format

Report	heavy emphasis on written handout
Seminar	some information with key questions for discussion
Lecture	similar to report but stand-up talk
Demonstration	hands-on application e.g. slide show, other media approach, map analysis
Workshop	learning activities planned for the group to participate in
Discussion	issues identified and examined, think of group dynamics here
Peer Teaching	peer partners, co-operative small groups



Process Evaluation Checklist

	Mark	Comment
Logs		
a. complete and signed	☐	
b. neat and readable	☐	
Attendance and Punctuality		
a. were all main preparation points brought to each conference?	☐	
b. was student willing and able to discuss adequately each conference point?	☐	
Conference one:	☐	
Conference two:	☐	
Conference three:	☐	
Evidence of Independent Study Skills Learned:		
Student Demonstrates:		
a. efficient use of time	☐	
b. ability to use self-direction	☐	
c. respect for library facilities and procedures	☐	
d. selection of materials appropriate to course and reading level	☐	
e. selection of materials from a variety of media	☐	
f. ability to skim materials for overview	☐	
g. ability to select a topic	☐	
h. ability to focus and develop thesis	☐	
i. ability to evaluate materials from primary, secondary and tertiary sources	☐	
j. ability to use library systems and technology (e.g. computer data base)	☐	

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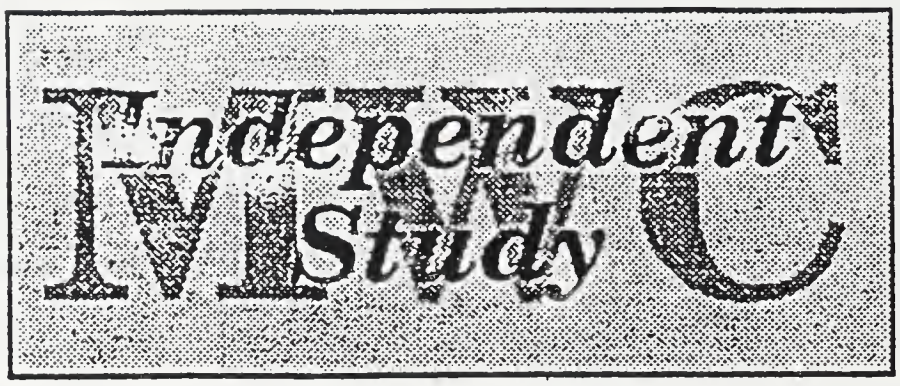

Individual Project Contract

Name of Student:

1. On _____ (date), after topic discussion, the following topic was decided on:

_____

_____

2. On _____ (date), the student had narrowed the topic down to the following thesis:

_____

_____

_____

3. By _____ (date), the student showed me an outline, in rough, of the plan of the essay. The student also showed me quotations to be used and indicated knowledge of footnotes and bibliography.

4. On _____ (date, about 2 weeks before presentation), the student clearly indicated which part(s) of the essay will be covered in the oral report and has asked any remaining questions about the essay.

5. Five school days *before* the date of the oral presentation, the student handed in the plan for the oral report. ☐

6. Within five school days *after* the oral report was given, I received the essay (and folder) ☐

7. The student's file folder is evidence of consistent hard work. ☐

Mark for co-operative, intelligent participation in this project:

/30

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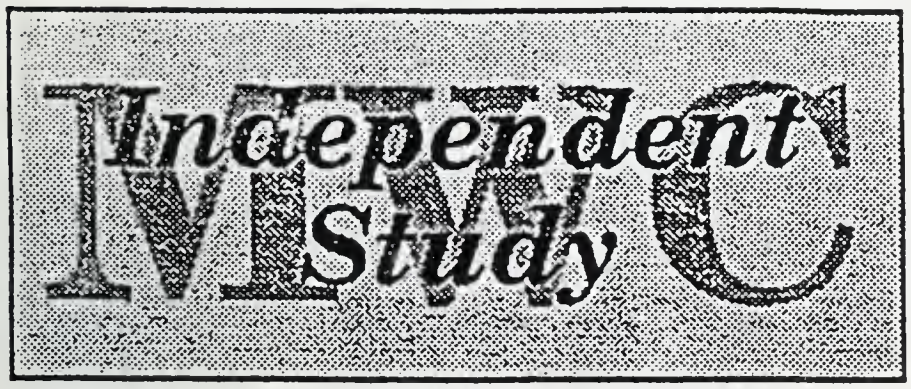

Independent Study Contract

Student Name _____ Home Form _____

Subject Class _____

Subject Teacher _____

Title of Project: _____

_____

_____

Project Specifications

A. Intended Product

i. What _____

ii. How _____

iii. Where _____

iv. When _____

B. Process Management

i. Interviews _____

ii. Management Plan _____

_____

iii. Other _____

_____

C. Evaluation Procedure

_____

Date: _____ Date: _____

Student: _____ Teacher: _____

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Independent Study Unit Contract

Name _____

Topic

_____

_____

Proposal: Accepted: ☐ Date: _____

Reading and Research to be pursued:

_____

_____

_____

Conferences *dates and details*:

_____

_____

_____

_____

_____

Oral Report *date and scope*:

_____

_____

Essay *date, thesis and scope*

_____

_____

_____

Agreed Upon By _____ and _____

teacher student

courtesy of
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and

Independent Study

Student Proposal

Name: _____ Class: _____

Date: _____

Topic:

Sources Consulted:

Inquiry Questions:

Proposed Procedures (and plans) for the Study (Include Time Estimates):

CHECKLIST - Proposal Sheet (to be completed by teacher)

	YES	NO
Research Questions:		
Lead to systematic inquiry (given resources available)	☐	☐
Approaches:		
Reasonable outline of organization?	☐	☐
Appropriate sources identified?	☐	☐
Reasonable prediction of format of presentation?	☐	☐

Comments:

Next Conference Date: _____

N.B. This sheet *must* be retained in your writing folder in your classroom

Independent Study

Outline for Student Conferences

Name: _____

Work I have completed:

Problem areas:

Date, time and place of presentation:

_____

_____

People in my group:

A.V. Equipment Signed out:

Room Reserved: _____

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Independent Study

Conference Summary Form

stage two

Name: _____ Class: _____

Date: _____

1. Work well organized in folder.
2. a. Bibliography complete?

   b. Bibliography in correct format?
3. Notes are extensive / complete?
4. Notes are systematic / organized?
5. Work log present and complete?
6. Weekly summary of journal?
7. Information <--> Inquiry Questions?
8. Tentative thesis

COMMENTS:

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Independent Study

Conference Checklist

to be completed by teacher

Name: _____ Class: _____

Date: _____

Initial Reading (Preparatory):

Shallow (incomplete and/or inappropriate) ☐

Effective (appropriate and important sources identified and consulted) ☐

Topic:

Strengths	Weaknesses
Focussed ☐	Too difficult ☐
Clearly Expressed ☐	a. needs to be more suited to ability ☐
Worthy of Research ☐	b. source material not accessible ☐
	Too broad *(needs to be more specific)* ☐
	Too narrow *(needs to involve more in breadth or depth)* ☐
	Unworthy of research ☐
	a. does not provide opportunity for collection, selection and organization of information ☐
	b. topic does not relate to aims and objectives of course and/or program of independent study ☐
	c. not clearly though through ☐
	Unfocussed *(does not lead to clear inquiry strategy)* ☐

Please use back for additional comments.

Next Conference Date: ☐

N.B. This sheet must be retained in your writing folder in your classroom.

Independent Study

Conferencing Record
page one

Subject Area: _____

Focus: _____

Thesis: _____

_____

PROGRESS REPORT #1 Date: _____

Stage One: Research and Focus

Research Done: _____

_____

_____

Possible Focus: _____

_____

Instructions: _____

_____

PROGRESS REPORT #2 Date: _____

Stage: ☐ R&F ☐ Outline ☐ Draft ☐ Revision & Proof

Discussion: _____

_____

_____

Instructions: _____

_____

Evaluation of Progress: 1 2 3 4 5
(poor...excellent)

Bibliography

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Independent Study

Conferencing Record

page two

PROGRESS REPORT #3 Date: _____

Stage: ☐ R&F ☐ Outline ☐ Draft ☐ Revision & Proof

Discussion: _____

_____

_____

Instructions: _____

_____

Evaluation of Progress: 1 2 3 4 5
(poor...excellent)

PROGRESS REPORT #4 Date: _____

Stage: ☐ R&F ☐ Outline ☐ Draft ☐ Revision & Proof

Discussion: _____

_____

_____

Instructions: _____

_____

Evaluation of Progress: 1 2 3 4 5
(poor...excellent)

Notes & Comments

Final Evaluation:

1.	Progress (Effort, Work Habits)	/5
2.	Oral Presentation	/10
3.	Written Work	/10
	Final Mark	/20

Comments

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Evaluation Sheet

Presenter's Name: _____

Topic: _____

	YES	NO	COMMENT
1. Did the student clearly define and explain the topic?			
2. Did the student use a variety of resources in gathering information?			
3. Are there elements of ingenuity, inventiveness and originality?			
4. Did the student appear to be well organized?			
5. Was the material presented in a meaningful and interesting manner?			
6. Did the product reflect a sincere interest in the topic?			
7. Did the student display confidence and maintain good audience contact?			
8. Did the student effectively handle any questions that were presented?			
9. Did you learn any new and relevant information from the presentation?			

General Comments on the presentation:

_____

_____

_____

Grades Possible:

A+
A — Excellent in oral skills and content
A-
B+
B — Very good - above average; perhaps weak in 1 area
B-
C+
C — Average - good but not outstanding
C- — Adequate, but weak
E — Not Adequate

Evaluation:

Marker's Name _____

_____

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APPENDIX F

Sample Seminar Marking Materials

SEMINAR PRESENTATIONS

Presentation:

- minutes
  minutes for class discussion/questions

You must include an information sheet and or reading assignment to be handed out to the entire class at least one day prior to your presentation. Following your presentation you will lead a discussion/question period.

MARKING SCHEME

Presentation (content)							**Weight Grade**
Historical content (Marks)							
(a)	accuracy of facts	5	4	3	2	1	(x2) ___
(b)	adequately covered topic	5	4	3	2	1	(x2) ___
Presentation of Information (Marks)							
(a)	clear and concise	5	4	3	2	1	(x1) ___
(b)	Good knowledge of topic	5	4	3	2	1	(x2) ___
(c)	Visual aids/interesting	5	4	3	2	1	(x1) ___
Written Information Sheet (Marks) (optional)							
(a)	explains significant points	5	4	3	2	1	(x2) ___
Peer evaluation	(Marks)	5	4	3	2	1	(x1) ___
						Total	___
							___
							___

Seminar Presentation: Peer Evaluation

Seminar Leader _____

Please circle the appropriate comment. You may comment or give examples if you wish. Briefly justify your overall assessment.

1. Presented a point of view **Yes** **No** **Partially**

   Hypothesis clearly presented **Yes** **No** **Partially**

   Comments: _____

   _____

2. Arguments well organized **Yes** **No** **Partially**

3. Speaking style

   Enthusiastic **Solid** **Nervous** **Dull** **Needs Improvement**

4. Arguments clearly communicated

   Yes **No** **Partially**

5. Presented facts related to topic

   Yes **No** **Partially**

   Examples _____

   _____

   _____

6. Presented facts to **defend** point of view

   Yes **No** **Partially**

   Examples _____

   _____

   _____

   _____

   _____

7. Contributed to discussion **Frequently** **Some** **Little**

Seminar Presentation: Teacher/Peer Evaluation

PLEASE CIRCLE THE CORRECT VALUE FOR EACH OF THE FOLLOWING CRITERIA. BRIEFLY JUSTIFY YOUR OVERALL ASSESSMENT.

1.	Presented a point of view (bias)	5	4	3	2	1
2.	Argument is well organized	5	4	3	2	1
3.	Speaking style (clear, poised, confident...)	5	4	3	2	1
4.	Effective use of facts related to this topic	5	4	3	2	1
5.	Contributed to the discussion	5	4	3	2	1
6.	a. Effective use of questions	5	4	3	2	1
	b. Answered questions accurately	5	4	3	2	1
7.	In conclusion the presentation was	5	4	3	2	1 (x2)
8.	Reasons	5	4	3	2	1
						5
					Total	____

8. Answering of questions presented by the class

Paused and Listened Yes No Partially

Questions were answered accurately

Yes No

All answers related to topic and hypothesis

Yes No

9. In conclusion his/her performance was:

Excellent **Good** **Satisfactory** **Weak** **Unsatisfactory**

Mark: _____

Reasons:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

SEMINAR INFORMATION SHEET

BOOKS USED	POINT FORM CONTENT
QUESTIONS	
THESIS	
A/V MATERIALS	

Teacher Approval _____